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ABSTRACT

Participants in the Second Eastern Hemisphere Seminar (held at Salisbury, Zimbabwe in 1981) discussed topics related to the theme of integrated and early childhood education. The seminar was organized into plenary and small group discussions centered on four sub-topics of the broad theme: (1) Early Childhood Education: The Community Dimension; (2) Integrated Education: Key to Social Development; (3) A Different School: Preparing the Teacher for New Roles; and (4) Planning and Evaluating Alternatives. The primary purpose of the seminar was to bring together people from Bernard van Leer Foundation projects in Africa and Australasia, and selected representatives of projects elsewhere, so that they could examine their common achievements and problems and share their experiences with others. The seminar was viewed as an occasion for many of the interventions supported by the Foundation to be examined in terms of their general social accountability and their capability for wider dissemination. In addition to a summary report of the topics discussed, the document includes conclusions reached by the seminar participants, a list of participants and observers, and the President of Zimbabwe's opening address, in which he emphasizes the need to set up kindergarten centers in the rural areas of Zimbabwe.
(Author/RH)

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Integrated and Early Childhood Education: Preparation for Social Development

Summary Report and Conclusions

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Second Eastern Hemisphere Seminar
Salisbury, Zimbabwe
24 February – 7 March 1981

The Bernard van Leer Foundation promotes innovative models in education related to socially deprived children and young people. It supports projects which enable the young to benefit as fully as possible from their educational and social development opportunities; and thereby, to fulfil their own potential and to make their maximum contribution towards the advanacement of society.

The Foundation offers financial and professional support for the development of experimental models which, if they are successful, may be adopted by local or national bodies responsible for educational policy. It is of fundamental importance that experiments be carefully evaluated so that the lessons learnt may be applied as far as possible nationally. Thus the multiplication of project results is a crucial aspect of the Foundation's work. It therefore attaches considerable importance to the international exchange and comparison of experience resulting from projects and to the contribution which it can itself make to this.

Through its professional staff, its network of professional contacts, its international seminars, advisory missions and publications, and other resources, the Foundation provides specialized information, documentation and technical advice which may contribute towards the optimal realization of a given project.

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Introduction

It was particularly fitting that the Bernard van Leer Foundation should, during the first year of Zimbabwe's independence, select as the theme of its Second Eastern Hemisphere Seminar the topic: "Integrated and Early Childhood Education: Preparation for Social Development". The Seminar was held in Salisbury from 24 February to 7 March 1981 with the co-operation of the University of Zimbabwe. It coincided opportunely with the Government's release of its policy paper "Growth with Equity", many of the paper's themes being reflected throughout the Seminar proceedings.

In his inauguration address, His Excellency the President of Zimbabwe, the Reverend Canaan Banana, declared its theme to be "most fitting to the present stage of (Zimbabwe's) social and economic development". His Excellency also emphasized the role that education has to play in bringing about national unity and equal access to resources in Zimbabwe. He drew attention to the steps already taken by his Government along this road: free primary education, the access to secondary education for the majority of the population, and the phasing out of exclusivist schools. He underlined the importance of pre-schooling in a society's development process and commended the Foundation on its contribution to Zimbabwe's development through the St. Mary's Early Learning Centre set up in 1975 in Zengeza Township. Looking ahead he stated "the greatest challenge to the Bernard van Leer Foundation, and indeed to all those people interested in the promotion of early childhood education is the need to set up kindergarten centres in the rural areas".

The key-note address was delivered by the Honourable Mrs. Victoria Chitepo, currently Deputy Minister of Information and Tourism. Mrs. Chitepo stressed that nations such as Zimbabwe face the need to develop a fully educated population confident in their abilities to be productive members of self-sufficient states. For Zimbabwe, in particular, there was a need to offset the dichotomous social milieu which was the inheritance of the past by developing a type of social integration which would preserve the best in various cultures. The Minister referred to the work of the Foundation-supported St. Mary's Early Learning Centre, noting that it not only provides exceptional opportunities for the children enrolled but also involves parents in educational activities and offers training to a number of para-professionals who are organizing improved child-care in their own communities.

The primary purpose of the Seminar was to bring together people from Bernard van Leer Foundation projects in Africa and Australasia, and selected representatives of projects elsewhere, to examine their common achievements and problems in relation to the themes and to share their experiences with others. Viewed this way, the various Foundation-supported projects in the region serve as a source of information and new ideas on innovative and relevant practice. Many such projects are approaching the moment when they must emerge from the pilot

stage and begin to discover for themselves broader national roles, thus increasing their validity and pay-off. The Seminar was an occasion for many of the interventions supported by the Foundation to be examined in terms of their general social accountability and their capability for wider dissemination.

The Seminar was organized into plenary and small group discussions centred on four sub-topics of the broad theme: "Relevant Provision for Early Childhood", "The Home and the School – Contrasting Cultures", "Alternatives in Training and Implications for Self-Help", and "Looking Forward – Integrated Participation in Processes of Change". The papers were offered by Professor J. H. M. Axton, Head of the Department of Paediatrics and Child Health of the University of Zimbabwe; Professor S. Biesheuvel, Professor M. O. A. Durojaiye, Faculty of Education, University of Lagos, Nigeria; Ms. Margaret Valadian, Director of the Aboriginal Training and Cultural Institute, Sydney, and Ms. Natascha McNamara (presented in Ms. Valadian's absence due to ill-health by Professor H. Philp, School of Education, University of Macquarie); and Sir Hugh Springer, former Secretary General, Association of Commonwealth Universities and a former Trustee of the Foundation. The full texts of these papers are available from the Foundation on request. The programme also included a one-day workshop on project evaluation led by Professor Philp.

An exhibition of project work and materials was displayed at the Seminar site. Concrete examples of current activities relevant to the Seminar theme were examined by the participants through field trips to St. Mary's Early Learning Centre, and to the St. Nicholas Training College. Further field trips were organized to the Zimbabwe Women's Rehabilitation Centre, the demonstration farm of the Young Farmers' Clubs and Camp Haven, a residential camp and school for refugee orphaned children.

Thirty-two representatives attended, primarily from the Foundation-sponsored projects in Africa, Asia and other Foundation projects around the world, together with six other specialists from the region. Among the international agencies represented by observers were the Organization of African Unity (OAU), the International Development and Research Centre (IDRC), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF) and World ORT Union. Fifteen local observers, representing various Zimbabwean bodies that are active in the field, were also present. A full list of participants, international observers and local observers is found in the Appendix.

Opening Address

by His Excellency the President of Zimbabwe, the Reverend Canaan Banana

Mr. Chairman, Honourable Guests, Ladies and Gentlemen, I am delighted to perform an opening ceremony of the Second Eastern Hemisphere Seminar of the Bernard van Leer Foundation. I am even more delighted to welcome to Zimbabwe participants from projects sponsored by the Foundation in Africa, America, Australia, Asia, the Caribbean, Malaysia and the Middle East. I hope you will have a worthwhile time during your short stay in our country.

The theme of your seminar "Integrated and Early Childhood Education" is most fitting to the present stage of our social and economic development. Zimbabwe, like most erstwhile colonial states, inherited a multiplicity of problems largely affecting one section of the community. Underdevelopment, poverty, ignorance and malnutrition were part and parcel of the colonized Africans. However, since the attainment of national independence, my Government has embarked on fundamental changes geared towards creating national unity and equal access to the resources of the country. In particular, education has been seen as an important vehicle in this direction. Already, free primary education is in force, secondary education has been opened to the majority of our people and exclusivist community schools will soon disappear.

Above all, great emphasis is being placed on the organic unity between learning, research and production. In other words, every institute or faculty centre is being transformed into a powerful learning nucleus, a research laboratory and a production unit. Education is thus constituting a major plank in the democratization of formerly oppressive institutions. Through educational reform, national unity is being enhanced, manpower provided for the nation, and more significantly an integrated form of development encouraged.

Apart from formal education, pre-schooling is also an essential aspect in the development process of any society. Herein lies the importance of the Bernard van Leer Foundation. I am told that the Foundation is spearheading innovation in education as it relates to socially deprived children and young people, with a view to making them fulfil themselves as individuals and thus rendering maximum contribution towards the advancement of society. Within Zimbabwe, the Foundation has helped to establish the Early Learning Centre in St. Mary's Township, Zengeza. To date there are 180 children ranging from 3 to 6 years.

In addition, the Centre is training local women as para-professionals so that they can themselves open community play centres on a self-reliant basis. This is indeed a highly commendable gesture, particularly given the fact that hitherto there were very few kindergarten centres serving the underprivileged sectors of our society. During the colonial period, early childhood education was the pre-

serve of the ruling and privileged classes. There is now a greater need to democratize this important aspect in order to put into concrete reality the fundamental philosophy of our Government to achieve equality of all people regardless of race, colour or ethnic origin. Let all children grow with adequate nutritious food and better health care.

The greatest challenge to the Bernard van Leer Foundation, and indeed to all people interested in the promotion of early childhood education, is the need to set up kindergarten centres in the rural areas. It is in the rural areas that the majority of our people live, and where underdevelopment, poverty and malnutrition are rampant. Accordingly, our rural people should have access to social facilities enjoyed by their urban counterparts. Only then can we achieve equal development between sectors, social groups and regional centres. This is the challenge I leave with the participants in this important seminar. With these words, Mr. Chairman, I have pleasure in declaring your historic seminar open.

Summary Report and Conclusions

1. Throughout Africa and Asia the significance of the early childhood years is gaining in recognition. The success of educational efforts at later stages depends in very many respects on deeply-rooted aspects of the physical and human environment of the very young child. There exist factors which even before the child's birth can greatly affect his chances and development in later life. The various problems of malnutrition among expectant mothers are especially pertinent. Many of these problems are endemic and have consequences beyond one generation. Social and cultural factors also weigh heavily. Both early marriage and large families can adversely affect a child's chances of survival. The tendency for mothers to return for delivery to their parental homes that are often in rural areas with minimal services, can threaten survival. Equally, where the culture cherishes "quantity", the frequency of births may lead to exhausted mothers and high neo-natal mortality. For the infant who does manage to survive, malnutrition may critically impair brain development during the most vital period of his growth. Malnourishment also makes him less active thus cheating him of opportunities to perfect skills usually acquired during the first, critical period of development.

2. To break the vicious interlocking circles of malnutrition/infection/intestinal and bronchial disease/maternal deprivation/deprivation in childhood and inadequate mothering, the adoption of an integrated approach to social development is seen as being particularly forceful. The task is *not* primarily medical, educational or structural; it may mean providing clean water or adequate food resources, or all of these things. In many rural areas of the Third World, to direct effective services to the child necessitates the development of the community as a whole, so as to produce an environment where each child is enabled to develop to its full potential.

3. The educational aspects of this problem pose particular difficulties. The state-of-the-art still leaves much to be desired. Research on child development, especially in many parts of Africa and Asia, is complicated by the existence of environmental factors which are particularly difficult to identify and control. Conventional analysis of child development is barely possible in circumstances where malnutrition, bilharzia and malaria are rife. It is clear also that the development of optimal methods of early childhood intervention still needs a great deal of attention even in societies which have already devoted considerable time and resources to the subject. In a multicultural context, the complications multiply. Culture is more than just superficial style. Evidence indicates also that it is closely related to economic growth. There are clear cultural loadings, varying from circumstance to circumstance, on personality development.

4. In considering basic policy issues relating specifically to early childhood, considerable thought must be given to the social behaviour which the society wishes to engender in the children. It might be argued that a "technocratic

society" is the only possible option. Especially when one is faced with societies undergoing rapid changes and facing rising expectations, the argument that new behaviours will develop whether planned or not is a powerful one. It clearly implies that for all levels of education one must cultivate the values and attitudes best adapted to such a society: ability to adjust to change, development of the intellect, insightfulness and capacity for sustained effort.

5. Undeniably, some traditional cultures contain features which hinder the development of these attributes. Thus if the technocratic option is chosen as the basis of policy for early childhood education, a conscious philosophy of altering and adapting some aspects of a traditional culture to harmonize with change must be accepted. However, the sole and unaided responsibility for dealing with this problem cannot be placed on early childhood education in the institutional setting, i.e. the school. Learning is holistic and the family, in particular, has a crucial role to play. Penetration and permeation of the domestic environment, especially in highly deprived contexts, or where there is evident cultural resistance, is therefore crucial.

6. Equally, there is some scepticism at the conventional portrayal of traditional cultures as being overleisurely in their approach to life and therefore ill-fitted for the technocratic option. In many Third World cities today, and in backward rural areas, the daily struggle for survival contradicts the stereotype of an idealized traditional culture, without stress, where time is unimportant. In such contexts, it is questioned whether, for example, the argument for selective intervention in early childhood can be seriously maintained. Optimum "moments" for intervention have in these circumstances little meaning. Intervention can occur at any level where the demand presents itself and still be valid.

EARLY CHILDHOOD EDUCATION: THE COMMUNITY DIMENSION

7. In general terms, the goals of interventionist early childhood education programmes are, simultaneously, to enrich the lives of individual children whose development would otherwise be adversely affected by detrimental socio-economic and cultural circumstances, and to show parents and communities how, besides giving love and devotion, they can best help their children to be successful in school and, ultimately, in their adult lives. As an ideal, community-based early childhood education programmes offer the hope that ignorance, poverty and disease can be reduced and the promise that even the most disadvantaged child can be helped to lead a fulfilling and worthwhile life. Thus, early childhood education, especially in developing countries, is much more than an end in itself. It is also a means for social development and improvement.

8. The home and the family (i.e. all those responsible for caring for the child and young person throughout the first two decades of his life), are the primary units of education and socialization. The home environment is the buffer and bridge between the child and the surrounding culture. It interprets the social context in

which the child will live. Few other influences upon the young child are as powerful as the home and the family.

9. Complementary to their role are all other persons and community agencies which come into direct contact with the child. These also provide models which may have a strong educational impact on the child. The community forces transmit to the young the values of the society and foster, or inhibit, cognitive and personal growth. Also to the extent they favour selected skills and activities, they help determine the kind of person the child may aspire to become. The child also draws his educational experiences from the cultural setting of his community and by interacting increasingly with various people outside his home, particularly his peers.

10. Early childhood education, in its concern for the total development of the child, must therefore by definition seek to integrate the concerns, roles and influences of the home, the family, the school and the community ... all of which share some responsibility for the child's education, socialization and well-being. Each agent should complement the role of the other, to promote the child's development.

11. While much of the curriculum of early childhood education programmes may still be classified as "school-readiness" experiences, early childhood centres should provide opportunities for children to develop those qualities of character, integrity and a sense of involvement in and responsibility for the family and the community, that are consistent with the values of that community.

12. A major problem confronting early childhood education programmes in developing societies is the *lack of suitable models* derived from relevant cultural settings. In the Australian Aboriginal culture and many African and Asian societies, for example, where communal and family responsibilities are highly valued, models of early childhood education which are drawn from westernized nations and which emphasize individualistic, competitive behaviour, are inconsistent with the values of the community and are clearly inappropriate. Appropriate project models must take into account the community's historical experience in the area of child care and its preferred social values. The search for indigenous models of early childhood education for developing nations is an imperative.

13. Indeed, certain characteristics of the most prevalent models of early childhood education hinder the "integrated education for social development" approach: the isolation of the teacher within the educational process; the separation of the roles of parent and educator; the reflection of the "expert" attitude by the teacher, which tends to negate the family's contributions and capabilities, thus alienating them from their role as primary educators of their children; and, lastly, the failure in many instances to incorporate the parents or the community into the decision-making process of such programmes.

14. The inclusion of parental involvement in the design of early childhood

education programmes should receive unanimous affirmation. Basic to this view is the conviction that parents have the right and the responsibility to share in the development of their children. All individuals and institutions which touch children and their families, including the early childhood education programme, function to some extent as educative influences. Parents, particularly, need to be in a position to exert effective influence over the content and process which contribute to their child's development.

15. Parental involvement can also enhance the early childhood educational process itself in basic and essential ways. First, by revealing the child's educational and cultural background and experiences to the teachers involved, parents enable the school to build realistically upon the child's prior learning. Secondly, parents can provide home-based activities and experiences that support and reinforce the pre-school's education programme. Thirdly, parents can provide the various supplementary services necessary for a successful early childhood education programme: the production of pre-school materials and the sharing of responsibility for and participation in obtaining funds and other resources. These and other supportive and facilitating functions promote the smooth operation of the centre. Lastly, parents can offer direct educational services within the pre-school.

16. It is often so that the formal school reflects a distinct culture, wider than that of the child's family and which offers him an apprenticeship in community living outside the family. Without parental and community involvement in the school, this characteristic can alienate the child from his natural cultural framework and alienate the school from the community. One of the most important benefits of parental involvement in the decision making of early childhood education programmes therefore is the assurance that the school will form an integral part of the community it serves, and that its objectives will be internalized by members of the community.

17. The varying nature and composition of families is emphasized. Child care within the home can be provided by both parents, one parent and/or other relatives such as brothers, sisters, grandparents and persons unrelated to the child. The school can be more responsive to the needs of the children if all significant care-givers are involved in programmes. It is extremely important therefore that early childhood programmes build on existing child-care relationships rather than ignore, or attempt to alter, practices that have emerged from the community. Important also is the use of the language used in the home. Different strategies of intervention and communication may be required to reach and involve the full range of child care-givers existing in any given community. The programme's activities should be directed towards strengthening this existing child-care system.

18. As well as enhancing the educational process, such parent involvement provides the key to establishing conditions necessary for the family to function as a quality child-rearing system. Through the pre-school programme, parents can

learn the effects which health care, nutrition, discipline and aspects of home-based educational experiences have on their children. Encouraging mothers to exploit the educational potential of natural routines and situations in the home, rather than attempting to create explicit educational activities, is especially important in societies in transition where the young mothers increasingly find themselves with less time to devote to their children. By helping them to understand the educational significance of routine experiences in the home, one can increase the mothers' skills and self-confidence.

19. Home-based and parent-run early childhood education programmes can also provide a valuable and varied community resource. A centre may be run at minimal expense by parents or other members of the community who have minimal training but have access to professional advice and assistance. Similarly, cost-effective pre-school programmes can be run by teenagers, and thereby serve a three-fold purpose: providing education for small children, reinforcing a sense of community responsibility in the teenagers and providing them with useful work opportunities in place of the alternative unemployment and idleness.

20. Relevant early childhood education programmes, in their concern for the total development of the child, inevitably become involved in "ecological intervention", that is, they reach beyond the child and the family to the total environment which influences the child's affective, social, physical, moral and cognitive development. Even at an early stage, the child's perception of his future role as an adult is being shaped. Early childhood education programmes can assist the child to develop the intellectual and social skills that will enable him to cope with his environment, adapt to change and to participate in the development of his community as an adult.

21. A community can be viewed as an extended family or as the physical and social environment in which the child and parents live. Community development, in relationship to early childhood education, is the process by which parents, pre-school personnel, and related community members and organizations identify needs or problems which affect the pre-school child and take specific action to address those needs.

22. An early childhood education programme therefore, is both an *example* of community development in that it responds to a community need and a *strategy* for community development in that it helps a community identify aspects of its total environment which influence the development of the child and his family. Early childhood is a period of time when those directly in touch with the child are most sensitive to their responsibilities for the child's well-being. Pre-school settings, of all formal educational settings, should be most similar to the culture of the home. Consequently, intervention at the early childhood level should offer an excellent opportunity to promote and support community development initiatives. As an expression of their desire to create a better environment for their young, adults are likely to be more willing than at any other time in their child's lifetime to invest their energies in relevant community development activities.

23. All communities, including disadvantaged communities, provide stimulating learning opportunities within the many problem-solving situations that naturally arise. In this sense the community is an educational resource for the parent and the developing child. Community development activities promote learning, the acquisition of practical and social skills and reinforce important social values such as co-operation, shared responsibility and communal decision-making.

24. However, clear priorities need to be established between early childhood education programmes and broader community development programmes, in order to obtain an optimal allocation of scarce resources. As far as possible, parent-oriented programmes should rely on voluntary, home-based or neighbourhood-based strategies and be co-ordinated through other community organizations to avoid spreading scarce resources too thinly.

25. One means of reducing the costs of pre-school programmes in some societies is to set up home-based early childhood activities. An important dimension to be considered in home-based programmes is the extent to which parents are willing to modify their own child-rearing practices so as to include new kinds of educational activities which foster pre-school readiness skills in children. Providing relevant information and training for parents and involving them directly in judging the results of alternative practices, can assist in altering attitudes and can regulate child care practices. Welfare organizations and health agencies may also be encouraged to provide supportive services to home-based early childhood education programmes.

26. Wider community involvement in home-based pre-school programmes can also be achieved by involving parents and community people in producing and gathering materials for educational activities. This raises their consciousness and understanding of the learning process and encourages them to engage in similar activities during regular interactions with their own children. Involving parents and others in this way further helps to ensure that learning activities will be related to the local culture and environment.

27. Community development activities within the framework of an early childhood educational programme can be directed at nutrition, health and sanitation and other aspects of the environment that affect the child's growth and development. By receiving information on the nutritional content of various indigenous foods, for example, parents themselves can be encouraged to plan more balanced diets. Similarly, a broad awareness programme which stresses the advantages of breast-feeding over bottle-feeding, carried out within an early childhood education programme may be more successful than an independent intervener who attempts to change the attitudes of mothers one-by-one.

INTEGRATED EDUCATION: KEY TO SOCIAL DEVELOPMENT

28. As indicated earlier, the real hope for social change and improvement within

disadvantaged societies lies in the potential for responsible individuals, both independently and collectively, to shape and carry out their own initiatives to solve the problems which face their community. Community development, the expression of this process, is therefore a means of achieving social change.

29. The essence of such self-help efforts and advances to self-sufficiency lies in the responsible people's having both the right and the ability to make those decisions which determine the nature and goals of change. Self-generated advance evolves out of an examination of the real problems and aspirations of a community, rather than from the imposition of a predetermined view of community needs. Efforts of the former type can result in the development of local capacity to sustain initiatives beyond the inevitable point at which outside resources are no longer available.

30. Issues which involve schooling and education are often the most natural starting points for change efforts. Such efforts flow out of natural parental concern for the welfare and development of the children and by the fact that the school is often the single institution in which parents show a profound interest. Education may not be the only avenue for focusing the community's attention on social improvement, but it is probably the most visible and powerful one.

31. An essential requirement for achieving a sustained local capacity for social development is the full participation of the local people in defining the purpose and scope of any development activity. Many existing models of community intervention fail to give sufficient decision-making authority to community members. This may be the result of insecurity on the part of the intervener, or of lack of confidence in the capability of people within the community, or an awareness of the difficulty of modifying the attitudes of some who are resistant to change. This tendency to ignore the community's right and capability to determine its own priorities and solutions is detrimental to the goals of community improvement.

32. A second element necessary for effective social development programmes is the provision of resources and opportunities for people within the community to acquire the skills and expertise necessary for competent management and implementation of the particular initiative. This is especially needed in societies in transition where the weakening of traditional patterns of community life and group cohesion has seriously disrupted the established means of assuring social progress. Sensitively designed community development programmes can create an environment which encourages the emergence of leadership with the skills, knowledge, confidence and sensitivity to share the responsibility. At the same time, a new basis for social cohesion and unity can emerge without sacrificing the community's cultural identity.

33. Obviously there are many constraints that mitigate against successful intervention in community development. The skills or leadership styles of the interveners themselves may be inadequate to challenge some aspects of the existing

order. Resources may be too limited, or the intervention strategy may be faulty. It is, therefore, essential to design plans for change that take into account those factors that can support or hinder successful intervention.

34. The challenges inherent in bringing about social change are many, varied and powerful. In the past, change took the form of slow evolution and muted conflict of generations. Now, in many societies and communities the pace of change exceeds the capacity of human beings to adjust and adapt. Hence increased intergenerational conflict and more virulent signs of stress occur. Education (formal or home-based) moreover, tends to be resistant to rapid change. The "old values and virtues" continue to be taught in the schools. Home life, too, generally reflects the experiences of the parents' generation rather than the imperatives and experiences which guide the children and their peers.

35. As in their school and home, so too in the community are children socialized and educated through adult mediators – people and institutions – whose culture and values are derived from past experiences. Some aspects of these institutions, attitudes and rules accelerate the processes of social change; some inhibit; and others are simply incompatible with contemporary needs. In order to bring about the desired social change one must first carefully examine and understand the culture, its values and its institutions.

36. It must also be borne in mind that, regardless of their designated specific function, community agencies also have an educative effect on children and their families. As many of these agencies as possible must therefore be influenced by any action programme aimed at social change. The possibilities of using an existing agency as the vehicle for community improvement in a particular social sphere and of co-operating with other community-focused agencies and institutions should be explored: firstly, because it is more cost-effective to change an existing institution than to introduce a new one, secondly, because of the synergistic effect of bringing together various agencies in an integrated approach to an individual problem.

37. An exciting initiative is found in the attempts of some developing nations to emphasize the organic unity of learning, research and production. Such developments provide essential skills for the nation and, it is argued, learning is enhanced through exposure to real tasks. This approach can answer the need for the development of culturally relevant curricula which provide better preparation for adult life, particularly in those settings where primary education is, for many, terminal.

38. Creating ways of maximizing educational opportunities is a persistent theme. One view advocates life-long education, including family education and community-based adult education programmes, to prepare parents for parenthood and teenagers for family life. Such programmes enable the individual to further his education, acquire new skills or broaden his horizons at all stages of life. Another view stresses the need to focus on broadening educational oppor-

tunities for the disadvantaged, the impoverished and persons living in rural and deprived urban areas, all currently ill-served by existing educational systems. A final suggestion for maximizing educational and economic opportunities is that training and employment should be provided for people working in the community as para-professionals in various educative community settings. Obviously, the community should make its choice after careful consideration of the relevant weight of its various perceived needs and resources.

39. Social development initiatives inevitably raise questions of values and of conflict between the traditional and the new. Traditional belief systems may inhibit the full development of certain human potentials. While some traditional values may survive dramatic social change, others may invite and reinforce it; still others may impede any significant change and foster community dissension. The specific weight and impact of these community characteristics must be taken into account in designing educational programmes and social change strategies.

40. Another crucial consideration is the style of leadership required to bring about change in a particular community setting. Many cultures have strong traditions of authority based upon inherited position rather than experience or expertise. In other systems, the will of the group dominates individual and collective action. Thus, an intervener whose style is inappropriate to the culturally defined expectations of a community is unlikely to be successful. Equally careful thought needs to be given to the ways in which leadership style should change over the period of the intervention, as major leadership responsibilities transfer to indigenous community members and the project moves away from dependence on the initial innovators. One quality of leadership demanded in promoting community change, regardless of the leadership style employed, is a commitment to transfer of knowledge, facilitating learning by others, rather than guarding expert mysteries by which to control and/or manipulate other people.

41. A critical feature of present efforts to promote community autonomy relates to the need for management skills among the people concerned. Deprived communities frequently may not have the attitudes, skills and motivations to take on the roles required to bring about self-reliance. There are important training implications in this. Competent management at community level requires a wide range of social, cultural, technical and consultative skills. Some of these can be learned on the job over a period of time: an arduous and frustrating process. On-the-job experience can be reinforced best by being combined with short, intensive, training courses in an institutional setting. Such courses have to be highly specialized and structured to respond to the changing needs of community groups. Most conventional educational frameworks do not have the adaptability to provide this kind of training. If the integrated approach in deprived communities is to prove fruitful, training systems must be devised to cater for those who do not have the necessary level of literacy required by conventional systems, who do not have the cultural background to accommodate themselves to the training method and ethos of the regular training agencies, who are not

especially interested in a generalized predetermined training content and who thus consider regular curricula irrelevant.

42. "Critical moments" occur also in adult learning, depending upon the adult's readiness to learn which is, in turn, related to the meaningfulness of the learning experience. The adult learner in a community setting is a much more problematic target than the child in school and he has to be approached more cautiously. Interventions, especially in rural areas, are apt to be regarded as disturbing encroachments, threats to the peace of mind of the perhaps suspicious community member. Communication in such circumstances is particularly difficult. The intervener has the delicate task of approaching the community through a continuous process of action and reflection so that the learner progressively develops the confidence and consciousness to take on "new" tasks and attitudes and work towards his own liberation.

43. Other pitfalls beset attempts to achieve these ends. In many instances, it is those who are most in need who are least aware of what they want to do. There has to be an "outside" contribution to prompt awareness before a participatory system can occur. Self-help on its own often tends to mean that those who have will inevitably have more. In any case, the process of promoting awareness is slow and frequently frustrating; but when it becomes established, it can gather momentum and suddenly everything becomes a priority. This, in turn, can pose problems for those planning the intervention.

44. It is evident that for the rural areas of Africa and Asia in particular, the only hope of providing services which will transmit new ideas, whether to young children or to adults, is the "self-reliant" approach. In some countries, the population is already in some ways organized and motivated. In all, there is a great need for sensitive intervention to understand the resources of the rural populations and to devise ways of mobilizing these in the interest of bringing about what might be termed "the real liberation of the masses".

A DIFFERENT SCHOOL: PREPARING THE TEACHER FOR NEW ROLES

45. There is widespread concern at the discrepancy between what the school claims to do and what it actually does in the area of social development. Teacher education institutions are frequently among the most conservative agencies in a profession not renowned for radical attitudes.

46. In ideal terms, teacher education related to a more outward-looking approach to early childhood education should offer a thorough grounding in child development, covering various aspects of the child's growth and development: physical, social, emotional and intellectual. At the same time, the teacher should be equipped to understand the importance of the child's cultural background for his development, given the important part that the home and the community (with its particular norms, values and attitudes) plays in the way the child develops. As

far as possible, there should be a compatibility between the home and school culture. This is only to be brought about by full understanding of the home environment on the part of the teacher. The teachers must develop problem-solving skills to help cope with a diversity of tasks relating to children, parents and the social context of their work. In general, there is a need for courses to give teachers a wider perspective on their task.

47. Effective teachers in their broader role should ideally have empathy and feel warmth towards their charges, have creativity, and commitment to work, a lack of authoritarianism, a capacity for team work and an orientation towards and understanding of their community. Teacher education programmes should seek to develop these qualities. Ideally, it would be appropriate to screen prospective teachers for these qualities. In practice, this is unrealistic. However, an awareness of these traits should guide those concerned with selection for such programmes and should be taken into consideration within the courses. Related to this, is the importance of not basing in-service selection of teachers for promotion or further training exclusively on academic factors. Again, the basic qualities of an effective educator should be taken into consideration.

48. Given the widened role foreseen for the pre-school teacher, it is essential that education should seek to instill in teachers competencies required for a variety of functions. Current programmes tend to prepare them for limited areas of functioning. The fully rounded pre-school educator should fulfil the task of communicator, planner, facilitator of constructive learning experiences, motivator of assistants and aides, evaluator, counsellor, manager and community organizer. This is a very wide brief but, nevertheless, one which ought to be worked toward. Again the implications for institutions at various levels are clear.

49. In many countries, at all stages of development, there is a significant role for "para-professional" teachers, especially at pre-school level. Their knowledge of the child's home environment and community and their natural affective qualities, enable such teachers of this level to perform especially effectively with children in the younger age-ranges. It can be expected that such teachers will be a feature of early childhood education for many years to come. Given this, it is important that suitable systems of "education-on-the-job" be devised to enable them to begin the process of personal and professional growth. The qualities that they possess, and the important distinctive contribution they can make to the quality of early childhood education, make it essential that such teachers should not be regarded as in any way second-rate but as true educators – with a distinctive contribution to make. (It is generally agreed that a more fitting description than "para-professional" is needed. In any case, there can be no questioning the value of what is, in essence, a valid educator, perhaps of a different form, particularly well-adapted to community needs).

50. In the African and Asian context, an important task for all teachers and especially for teachers with strong community connections (para-professional or otherwise) is to seek to restore indigenous cultural values to the educational

setting. In many instances, there is a resistence to the introduction of local toys and materials, as well as broader aspects of the culture such as group solidarity. Where the unthinking introduction of "western" models has occurred, this indigenous culture had tended to be undermined or destroyed. Again there are important implications in this for training.

51. Teacher education falls into three phases: *pre-service*, when the required knowledge, skills and attitudes are introduced; *induction*, when the newly-trained are carefully and cautiously introduced into the roles for which they have been trained and when their performance is monitored; and *in-service*, whereby teachers are familiarized with new information and ideas through practical teaching. Of these, in-service work has a particularly important role to play in contexts in which are employed large numbers of teachers who do not have established qualifications. In much project work, emphasis is put on infiltrating new ideas to teachers in service and on devising alternative methodologies for doing so. The stress is on the cumulative growth of the teacher's skills and understandings, often occurring over a considerable time, rather than on attempting to bring about dramatic short-term changes.

52. Teacher education should take account of the need to reconcile home and school culture as far as possible. This should imply for teacher education institutions an awareness of the need for parental participation which is still excluded in many instances. Certain considerations must be taken into account, especially when bearing in mind the social situation in many countries in the region. Homes differ greatly, as do families; they may be extended, monogamous, polygamous or one-parent. Some may be even more authoritarian in style than the school itself. Blanket measures for drawing home and school together can thus prove problematical. Furthermore the task of "parenting" may be widely shared between various adults, grandparents and older brothers and sisters. Plans to promote "parental" involvement should also take this into account. A further consideration is that in many cities within the region, the pressures of urban living are resulting in the breakdown of community cohesion. In such circumstances, children tend to be drawn from many differing communities, possibly with different language and cultural backgrounds. The task of bringing these together is not simple.

53. While therefore the school should, as far as possible, seek to complement the home and certainly seek to avoid cultural "collision", and while these considerations should figure prominently within teacher education, teachers must at the same time be prepared for the particular task of the school itself: its responsibility to help children face change and cope with a different future.

54. One (throughout the region critical) element of this process of change with which children are faced is the language issue. In very many instances, differences exist between the language of the school and the home, which lead to comprehension and expression problems, in turn resulting either in withdrawal or in aggressive behaviour. This situation is reinforced by the growing trend of

rural populations to migrate to urban areas, where they are faced with both alien and puzzling languages and environments.

55. Again, teachers at pre-school level should be helped to cope with problems of this order. This may mean their using the language most familiar to the child and certainly means their being sensitive to the problems of mixed cultures. Certainly in early childhood education, the "home" language should, as far as possible, be the normal medium of communication.

56. In Africa, in particular, there is a shortage of opportunities at tertiary level for specialization related to the theme of the Seminar, although some changes in policy and practice are occurring. Nevertheless, there is concern at the continued prevalence of narrowly focussed preparation for future educators within many university departments of education.

57. Underlying all this are broader national goals, linked to the kind of society to which the country aspires. Ultimately, teachers at all levels must in many respects have to take account of broader national considerations which may, in certain instances, override pedagogical considerations.

PLANNING AND EVALUATION OF ALTERNATIVES

58. Two major problems immediately face the would-be innovator in the educational field: to decide the best point of entry, given that the goal is to influence the child and young person over practically two decades; secondly, to determine the degree to which respect for existing cultural values will govern the intervention. Clear is that all societies are involved in the attempt to accelerate change from within, to keep pace with forces for change which emanate from without.

59. When considering points of entry, it is clear that there are especially sensitive periods when learning can be particulary accelerated: the earliest years, the transition to thinking conceptually, puberty and later adolescence. The early years are a specially sensitive period in all cultures. The significance of the latter periods tends to vary between cultures. As to the target of intervention, as far as possible attempts should be made to capitalize on existing institutions rather than to invent new ones. In rural societies where the school may be the only macro-institutional form present (the family being the basic micro-institution in society), this would seem to indicate a consolidation and extension of the school. In some areas, however, the formal school system has yet to change, or is only present in restricted form. In these cases, the only recourse is to seek to build systems of an "alternative" character, working through parents' groups or whatever other social institutions may exist and within improvised structures.

60. Frequently, the style of intervention must be judged by its capacity for communicating the skills needed to cope with change and, related to this, the

degree to which it can contribute to the target group's toleration of uncertainty and novelty which is central to their adjustment to change.

61. These theoretical considerations lie at the root of effective intervention. To ignore them may result, at best, in a measure of good being done, but inevitably the result will be to produce the kind of superficial changes which have characterized many technical assistance schemes and national development projects in the decades since the Second World War when "development" became fashionable. Meeting an immediate problem, tackling part of a problem situation is understandable and occasionally necessary. It is not, however, sufficient to bring about lasting change, leading to the enhancement of life.

62. For the countries of the region, innovative efforts often coincide with the introduction of external resources. By their nature, these are finite and intended for pump-priming only. It is evident that the amelioration of the social problems of the Third World will ultimately be achieved only by the peoples of these countries themselves. Innovative projects should thus seek to help these people to help themselves and to develop the capacity to be self-sustaining when outside support is withdrawn.

63. In planning interventions, it is essential to check whether this essential precept applies. This requires in-depth assessment of the needs of the context addressed, as well as its resources, attitudes and values. Those with the power to help or to hinder the project should also be carefully appraised and, as far as possible, should be associated with the enterprise, especially with a view to ultimate sustainability.

64. From this close analysis, project objectives emerge, initially perhaps stated in rather broad terms. In subsequently moving from general to specific objectives, consideration should always be given first to creating the permanent skills which will endure after the project; secondly, to developing leadership within the target groups; and thirdly, to building knowledge on how the project unfolds and on how the innovation can be managed. The product will be a plan which can be extended operationally in its own setting and which potentially will have much wider application.

65. Again, there are certain basic precepts already known which can illumine planning. Not much can be achieved by doing things *for* people as opposed to *with* people. Secondly, the risk of failure is increased if a project works with one group only. A wide understanding and sympathy towards the project among interested groups is critical. Equally, the style of project leadership should be flexible, and capable of adapting over time according to changing needs.

66. In the execution of the project, it is vital to ensure that attempts to bring about change both work efficiently and produce the kinds of information needed to enrich future efforts. This implies that the plan of action should be designed to

provide a progressive picture of its successes and failures, as well as the modifications which may prove necessary – the refinement of the "model".

67. The common end is education for adaptation, leading to education for autonomy and the creation of the humane society, of which the critical feature is the autonomous human being. Obviously this idealized scheme may have to modify itself in some respects to meet certain operational circumstances. In many countries of the region, innovatory initiative is largely the responsibility of government. Yet many question whether "the system" is capable of innovation. Governments tend to look for finite solutions and prefer to introduce in blanket fashion *the* approved way. On the other hand, innovation projects which work within the system (if the right conditions can be ensured) have the particular advantage of being readily assimilated into the educational mainstream, thus enhancing the possibilities for dissemination. At least, the moral support and sympathy of governments should be ensured at the outset and their awareness maintained throughout the project's lifetime, with a view ultimately to securing more tangible support. Obviously the process of enlisting the support of governments is greatly assisted by the effective evaluation of experimental initiatives, by demonstrating the success of projects.

68. Well planned innovation, by its nature, includes the monitoring and assessment of both progress and performance, to ascertain the extent to which its aims and goals are reached. This is done as an exercise in stewardship on behalf of the people for whose welfare the project has been instituted. In fact, it is also done, informally, by the intended beneficiaries themselves. Projects should evaluate their own practices and accomplishments to enhance that continuous review and revision of objectives and methods without which innovation loses much of its meaning.

69. "Evaluation" has suffered much from obscurantism, engendered by methods which are all too often inappropriate and over-elaborate, and by analyses which depend heavily on a high degree of skill in the use of rarefied statistical techniques. Although it is true that fine measures and intricate analyses are essential from time to time, those times are, or should be, few. Given good planning, and careful preparation of materials and personnel, useful information can be obtained with a great deal of reliability, using simple techniques applied by people who have not had sophisticated training as evaluators.

70. Evaluation should be seen as part of a total process, not as a performance in itself. The process begins with the setting of clear objectives. The more specifically intentions are known and described, the more readily and exactly is it possible to determine whether they are being properly pursued or adequately fulfilled.

71. Such specification of objectives should take place on a number of different and increasingly more specific levels. Objectives (or goals) set by governments are necessarily expressed in more general and broad terms than, say, those of

rural communities and these in turn are likely to be broader than those of teachers in classrooms. General statements must be broken down into specific concrete objectives. Evaluation, in the first approximation at least, must relate to these specific objectives.

72. Definition of simple behavioural objectives permits precise development of methods for their realization. This, in turn, enhances techniques for evaluation of the appropriateness and effectiveness of methods. Thus proper development of objectives facilitates the use of related techniques of evaluation which, used during the processes of a project, enable the methods to be improved, modified or changed.

73. Similarly, the objectives themselves may be found to need refinement, alteration or, indeed, reformulation as a consequence of sound evaluation. It is rare that any project, on any level, runs its course without such modification or change in its objectives and methods, particularly when projects are innovative and thus of a high risk nature. It should be stressed, however, that even the most carefully designed and applied evaluation techniques cannot detect need for rethinking unless the objectives are relevant and clearly stated.

74. The same comments apply to evaluation of the final outcomes of a project, just as they apply to the results of a lesson in the classroom or workshop. Appropriate, soundly conducted procedures can provide information on the achievement, partial achievement or even failure to achieve any set of objectives at any level – provided a specific statement has been made and understood about the nature of the achievement which has been predicted.

75. This implies, as the other side of the coin, that any evaluation exercise must be appropriate to the objective. Indicators of complex processes like, say, the reduction of malnutrition, may demand straightforward techniques or highly sophisticated ones, depending on the level of need of the person or group for whom the knowledge is required. The evaluation of literacy performance depends on the definition of literacy set in the statement of objectives and on the degree of precision set by those who stated it. Thus the appropriateness of any evaluation method depends, in part at least, on the objective, on who sets it and on the level of precision required.

76. As a direct consequence, plans, methods and instruments of evaluation must be designed with a sound appreciation of the reasons for the evaluation at each specific stage of project operations. This does not necessarily mean production of a detailed plan at the time the objectives are developed. It does suggest that such a plan should be carefully developed as early as possible during the course of the project and improved, modified and changed just as objectives and methods themselves are changed.

77. It follows, therefore, that the evaluation methods must also be appropriate not only to the objective, but also to the particular activity. Too often methods

designed for use with ten-year-old children, or even adults, are used in the pre-school.

78. Methods and instruments must also be appropriate to the knowledge and skills of the evaluator at each level. Teachers, for example are not trained to administer and interpret complex, sensitive measures (even when these are appropriate instruments) but they are perfectly capable of designing, and interpreting tests of performance or benavioural measures appropriate to the specific objectives of a set of lessons. The same aplies to many so-called evaluators.

79. The point is worth emphasis: instruments can be designed for any level of objective or level of skill of the evaluator. Effective instruments which are meaningful, easy to use and interpret at an appropriate level, can be produced. They can provide reliable results which do not depend on difficult statistical techniques of analysis and are readily understood by those requesting the evaluation. Some training in the appropriateness of such methods and in their production and use is obviously essential, but this too is relatively easy to provide.

80. Such a statement does not exclude the use of more complex measures which must be designed by experts and sometimes used and interpreted by them. It should also be noted that use of such instruments is no guarantee of evaluation precision.

81. In summary, evaluation should be viewed as an essential element in the continuous process of project implementation. The nature of the evaluation will depend on the objectives at various levels, on the methods being used, on the target groups and on the skills of the evaluator. It is a complex and time-consuming task rather than a difficult one, particularly if the experimental project is to be disseminated for wider application.

CONCLUSIONS

82. The evidence of the last twenty years or so, in which various multilateral and bilateral aid programmes have been developed for Third World countries, has demonstrated the inadequacy of models drawn from the western experience to meet the needs and problems of the developing societies. This has been particularly true in the field of education.

83. It remains true that education in its very modest and most fundamental sense is the main instrument available for preparing people to meet the threats, anxieties and tensions inherent in change and by understanding them, to control them and change itself. More and more clearly there is a realization that education is, or should be, a very wide concept of which schooling is only a part. Where schools or educational institutions are broadly in sympathy with the community and its values, then formal education can be a very potent support, fitting individuals into

a cultural consensus. Mostly this is not the case. Externally caused changes challenge even intact and coherent communities.

84. What appears as a reasonable guideline for the years ahead is that the schools, families, or other educative agencies cannot be left in relative isolation. Education should be concerned not merely with the professionals in the schools or with the indirect educators of the young child, but with the resource represented by the community at large. In human terms this means training to accept innovation and change and diverting resources into the education of communities. Ways have to be found to render individuals and communities more able to take their fate into their own hands. This can best be achieved by all educative forces working in liaison.

85. Nonetheless, fundamental problems remain to be solved despite the enormous sums of money and the prodigious efforts which have been expended in trying to improve the lot of men, women and children through better educational services. In particular, there has been a consistent failure to link education with productivity. The link is there – as has been shown in the past in the already industrialized world – but there is a need to forge it anew in the Third World. And indeed it may be important to derive insights from this for new approaches towards the growing problems of youth unemployment which beset post-industrial society.

86. It has become increasingly clear that the reason for much of this inadequacy lies in the failure of the industrialized-country model to take proper account of the very different socio-cultural traditions, attitudes and values of the people of the developing states in Africa, Asia and Latin America. There is a real need for new educational models, relevant to these distinctive cultures, which will enable them to develop in their own particular endogenous ways, drawing on the new skills and technologies but adapting and assimilating them as they see fit.

87. But work and productivity are only part of the solution – and it is evident that the industrialized, affluent world has created new and difficult problems in giving so much attention to economic growth. In the newly liberated societies in particular there is as great, or greater, stress on building equitable societies in a multicultural framework. To the contribution which education can make in solving the attendant problems of such objectives, very little attention has till now been given. Yet they are real problems of great importance and value.

88. Similarly, heavy emphasis on economic growth as a means of overcoming poverty has often obscured the immediate detrimental side-effects in social terms of such a developmental approach. Increasingly, the Third World is insisting that problems of malnutrition, infant mortality, hunger, chronic illness and grinding poverty are the daily lot of millions and must be faced and fought today and not in the distant future.

89. What can educational strategies contribute to this essential fight? It may be

agreed that adequate use has not been made of the strategies that are already known. Early childhood education, carefully designed, is a powerful weapon, not only to off-set the effects of possible educational disadvantage but also, and more importantly, to attack many of the problems of health, nutrition and other problems to which reference has been made.

90. To be fully effective, such programmes must actively involve the families and communities – partly because activities with young children should be reinforced by family action but also, and more vital, because it is through children that families and communities can often be reached most effectively. By means of work with families, involving them as senior partners, their new leadership and developmental skills may be encouraged, thus leading to community change and growth.

91. The task is not easy. It involves a concrete plan, implemented, moderated and evaluated, with positive results widely disseminated. Nor will the time frame be short. Yet the evidence is there that such strategies, linked with similar programmes for youth, particularly alienated, uncertain youth, will go far.

92. This is not to suggest that all the problems will be solved or that all the relevant strategies have been devised. A great deal more must be known about the efficacy of home-based education. There is ignorance about the ways in which the different levels of formal education can be integrated, and a tragic unawareness of how to prepare teachers to implement new strategies. Despite its increasing importance, little is known about ways of adapting schools to meet the challenge of children of widely diverse cultures.

93. Yet there is reason – good reason – to believe that these problems can be solved, for they are essentially technical. There is even better reason to hold fast to the view that the humanistic vision of the fifties and sixties was a true vision: that educational strategies, employed by men and women of goodwill, faith and courage, *can* help to solve the world's difficulties: that good educational practice can lead to the equitable society.

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